

WORKSHOP HOW TO BE AN AMBASSADOR FOR SEXUALITY EDUCATION

PURPOSE OF THE EXERCISE:

Students will learn how to be a Safeguarding ambassador at home, for example at their university, their training institution, or their current employer.

We know that a lot of social care workers within residential and foster care have difficulties discussing sexuality and intimacy with youths and colleagues in a normal, neutral manner.

During this workshop, students will learn how to convey the importance of 'Safeguarding young people' without feeling like a salesperson, or becoming long-winded. This means that students will learn to bring across the message of Safeguarding young people in a succinct manner.

TIMING: 2-3 hours

NEEDED MATERIAL:

Association cards, for example: https://www.scrumartikelen.nl/Associatiekaarten

Film equipment

TV screen/digiboard

HOW TO CONDUCT THE EXERCISE:

Duration: 2,5 hours

Goal:

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- Inform the students that a big part of the workshop will be spent improving presentation skills. Acknowledge that this is daunting for everybody. For a safe atmosphere within the group, it's important that all feedback is relevant to improving presentation skills, and is given in a respectful manner. For example, using the 4-g method:
- Start the workshop with an icebreaker. Any of the icebreakers found on our website can be used for this. Many exercises can also be found online, for example: https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf.
 Make sure the icebreaker doesn't take more than 15 minutes, and focus on fun.
- Exercise: learn to present yourself who am I?:
 - Every student writes down how they would introduce themselves to somebody they haven't met before in a professional setting (for example, at a congress). In this introduction, they must mention the Safeguarding project.
 - Every student introduces themselves to the rest of the class as

prepared.

- To increase the impact of this exercise, you can choose to record the introductions. Feedback will be given based on the recordings. It's recommended to show the footage on a TV screen or digiboard.
- Give feedback (for example, using the hamburger method: http://robdkelly.com/blog/communication/the-sandwich-method-of-feedback/). Pay special attention to:
 - The student's posture (open, closed, et cetera)
 - Head posture (centred, straight)
 - Volume of their voice (loud, soft)
 - Pitch of their voice (generally speaking, high voices are taken less seriously than lower voices)
 - Nerves: if a student is very nervous, their voice will be a lot higher. Suggest they talk more slowly and stand firm.
 - Content; is their point coming across? Does it give a good impression of the person? Does it feel like you're dealing with an expert on sexuality education? A lot of information on this can be found online, for example: https://www.genardmethod.com/blog/how-to-introduce-yourself-in-a-professional-situation
 - To end this exercise on a positive note, let your students make some changes to their introductions and present themselves again. Remember: always end positively!
- Improv exercise: a presentation will be livelier if the speaker feels comfortable improvising.
 - Provide a set of cards with pictures, like this one:



(source: https://www.scrumartikelen.nl/Associatiekaarten)

- Make sure the students cannot see the pictures on the cards. Every students blindly picks a card.
- Every student flips their card and in two minutes prepares a presentation, further associating on the picture of their card.

To round off: every student shares what they have learned, and how they will use

this knowledge for their final exercise.

SUGGESTIONS: This workshop can be expanded upon, by having students present the elements of the Safeguarding summer school they find most important to share with their peers and colleagues. Allow for approximately 2 extra hours, including feedback.

> More information on ambassardorship? http://www.amsterdamuas.com/practical- matters/prospective-students/auas/student-affairs/student-ambassadors/studentambassadors.html

THEORETICAL BACKGROUND:

REFERENCES:

(APA standard)

SAFEGUARDING YOUNG PEOPLE IN CARE

